DOCUMENT RESUME

ED 309 238 CE 051 992

TITLE	School/Work Transition. A Bibliography.
INSTITUTION	Florida State Univ., Tallahassee. Center for Instructional Development and Services.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO	CE-220-BK-88
PUB DATE	Apr 88
NOTE	20p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Disabilities; *Disadvantaged Youth; *Educational Resources; *Education Work Relationship; *Instructional Materials; Parent Role; Postsecondary Education; Program Effectiveness; *Program Implementation; School Business Relationship; Secondary Education

ABSTRACT

This annotated bibliography contains 55 citations of materials that contain information on transitional programs for the physically or mentally challenged or disadvantaged students. Citations include descriptive, evaluative, and research reports; guides; information analyses; opinion papers; and reference materials. Materials for inclusion in this bibliography were located through Florida Educational Information Service (FEIS), which conducted searches of computerized information retrieval systems (specifically ERIC--Educational Resources Information Center--database on DIALOG). For each entry, information is provided about title, author, date published, content, format, and availability. (KC)

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School/Work Transition

A Bibliography

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School/Work Transition

A Bibliography

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

April 1988

The Division of Vocational, Adult, and Community Education expresses appreciation to each of the following:

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Introduction

This bibliography contains information on transitional programs for the physically or mentally challenged or disadvantaged student.

Citations include descriptive, evaluative, and research reports; guides; information analyses; opinion papers; and reference materials.

Materials for inclusion in this bibliography were located through Florida Educational Information Service (FEIS). FEIS conducted searches of computerized information retrieval systems (specifically the ERIC—Educational Resources Information Center—database on DIALOG).

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TITLE: ***Annotated Bibliography on Transition from School to Work. Volume 1.***

DATE: 86

AUTHOR: Leach, Lynda Nash; Harmon, Adrienne Seccia

ANNOTATION: This 431-citation annotated bibliography, which is part of a series, contains research studies, journal articles, brochures, program and project descriptions, presentations and speeches, monographs, books, and other documents (most written after 1978) on topics concerned with school-to-work transition and evaluation of disabled youth. Areas covered include: attitudes toward employment of the disabled; career guidance; community integration; competitive employment; federal legislation; independent living; interagency cooperation; job placement; model programs; program evaluation; rehabilitation counseling; transition models; vocational education and evaluation; and vocational rehabilitation and training. Each citation includes the author, date written, title, journal, and publisher; subjects; and an abstract. Author, subject, and title indexes are included. Another index lists all of the products from specific projects, such as the Handicapped Children's Model Programs and Youth Employment Projects, and there is also a list of projects funded by the Office of Special Education and Rehabilitation Services. (CB)

FORMAT: Reference Material, 284p.

AVAILABILITY: For a microfiche copy of this document order ED279115 from FEIS.

TITLE: ***"Assessing Transition Service for Handicapped Youth: A Cooperative Interagency Approach."***

AUTHOR: Stodden, Robert A.; Boone, Rosalie

JOURNAL: *Exceptional Children*; v53 n6 p537-45 Apr 1987

ANNOTATION: The article presents a cooperative interagency approach for assessing effectiveness of programs and services to facilitate the transition of handicapped students from school to adult community living. Features of the model include cooperative planning at the policy level, implementation level, and direct service level, and collaboration by state and local agencies. (DB)

TITLE: ***Ch. 688—Transitioning from Special Education into Human Services.***

DATE: 85

AUTHOR: Walsh, Mary Ann

ANNOTATION: The paper describes the development and implications of Chapter 688 in Massachusetts which provides for a 2-year transitional process to plan for habilitative services for severely disabled young adults who will lose their entitlement to special education upon graduating or reaching the age of 22. The law requires an individualized transition plan (ITP) and mandates cooperative action among human services agencies. Following a brief discussion of eligibility, the paper examines the operation of the system, including initial referral for services beyond graduation or turning 22 and the development of the ITP. The function of the Bureau of Transitional Planning is described. The paper concludes with an analysis of the challenge posed by the new legislation. (CL)

FORMAT: Descriptive Report; Speech/Meeting Paper, 7 p.

NOTE: Paper presented at the National Conference on Secondary, Transitional and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985).

AVAILABILITY: For a microfiche copy of this document order ED259544 from FEIS.

TITLE: ***Compendium of Project Profiles.***

DATE: 86

AUTHOR: Phelps, L. Allen; And Others

ANNOTATION: This compendium, which is part of a series, describes the current status of 105 demonstration projects funded by the United States Department of Education, Office of Special Education and Rehabilitative Services, as part of the Transition Initiative to help disabled youth make the transition from schooling to successful employment. Eight major sections define the different funding competitions occurring in 1984 and 1985: (1) Handicapped Children's Model Demonstration Programs: Youth Employment Projects; (2) Handicapped Children's Model Demonstration Program: Post-Secondary Projects; (3) Post-Secondary Educational Programs for Handicapped Persons—Demonstrations; (4) Post-Secondary Education Programs for Handicapped Persons—Demonstrations; (5) Rehabilitation Services—Special Projects; (6) Secondary Education Transitional Services for Handicapped Youth—Service Demonstration Projects; (7) Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transition Services; and (8) Secondary Educational and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transition Services. Information provided for each project includes: title, mailing address, contact person, phone number, geographic area served, number and type of students served, number of staff and parents served, project purpose, current focus of project activities, cooperating agencies and organizations, project evaluation plan, product availability and project descriptors. (CB)

FORMAT: Reference Material, 137p.

AVAILABILITY: For a microfiche copy of this document order ED279119 from FEIS.

TITLE: ***Current Issues and Future Directions in Special Education.***

DATE: 87

AUTHOR: Jordan, June B.; Erickson, Donald K.

ANNOTATION: There are many unresolved issues in the education of exceptional children and youth. This report addresses four topics of current interest and concern: (1) gifted education—the gifted and talented are currently underserved and underachieving, in part because federal support is not available. Problem areas in this context include: defining the gifted, extending special programming to the gifted, and selecting appropriate learning programs; (2) the relationship between regular and special education—this must be restructured to achieve shared responsibilities between general and special practitioners and more effective use of the resource room and consultant models; (3) secondary special education and the transition from school to work—issues, needs, and work remaining to be done in both these areas are discussed, and future directions and challenges are listed; (4) early childhood, birth to three—programs for young handicapped children have experienced a rapid increase, with an emerging focus on the at-risk infant. The following issues are covered: school involvement, work with families, personnel, and research directions. A reference list covering all four issues is appended. (PS)

FORMAT: Information Analyses, 19p.

AVAILABILITY: For a microfiche copy of this document order ED281903 from FEIS.

TITLE: ***Disabled Students beyond School: A Review of the Issues. Position Paper & Recommendations for Action.***

DATE: 86

DEVELOPER: Council of Chief State School Officers, Washington, D.C.

ANNOTATION: The Council of Chief State School Officers' position paper on disabled students beyond school distinguishes among three groups of students who require minimal, interim, or continuing support to make the transition to work or postsecondary education and independent living. Obstacles to a smooth transition are noted, as well as federal efforts to address student transition needs and examples of interagency agreements at the state level. Among twelve recommendations for state education agency (SEA) leadership are the following: Chief state school officers should take the lead in identifying as a major state priority the need for adequate transition services for disabled students who have completed secondary school. SEAs should consider establishing a full-time coordinator position or designating a unit to work with local school systems to plan and implement transition programs. SEAs should encourage coordination and analysis of state data bases required for special education, vocational education, and vocational rehabilitation management. SEAs should promote cooperation between education agencies and the private sector so that vocational education programs are responsive to labor market trends and employer skill demands. (JW)

FORMAT: Opinion Paper, 13p.

AVAILABILITY: For a microfiche copy of this document order ED275088 from FEIS.

TITLE: ***"Employment of Developmentally Disabled Persons: Obstacles Inherent in the Service System."***

AUTHOR: Conley, Ronald W.

JOURNAL: *Remedial and Special Education (RASE)*; v7 n6 p31-36 Nov-Dec 1986.

ANNOTATION: Many public programs providing employment services and support to developmentally disabled adults foster dependency and work disincentives and fail to provide adequate vocational service. Programs should be better coordinated, focus on transitional and supported work activities, and provide incentives to motivate clients to attain the most independent employment possible. (CB)

TITLE: ***"Employment Outcomes from Secondary School Programs."***

AUTHOR: Schalock, Robert L.

JOURNAL: *Remedial and Special Education (RASE)*; v7 n6 p37-39 Nov-Dec 1986.

ANNOTATION: Study of mentally handicapped secondary school students (N = 108) participating in a community-based job training and placement model indicated that family involvement, hours in vocational programming, and teachers' experience were among predictor variables for employment success. The Individual Transition Plan and financial incentives will further affect the effectiveness of such programs. (CB)

TITLE: ***Employment Success of Handicapped Individuals via Three Transition Strategies. Final Project Report, September 1, 1984-August 30, 1985.***

DATE: 85

AUTHOR: Campbell, Pamela.

ANNOTATION: Through an examination of the transition process used by a representative sample of successfully employed handicapped individuals in Florida, specific transition strategies and the degree to which they were used were identified. Fifty successfully employed handicapped individuals participated. The high school experience was cited as essential in the provision of services and personnel to initiate and implement the transition process. Ongoing reinforcement by all family members, in combination and in isolation, provided essential support—both emotional and financial. An overwhelming majority of subjects cited a variety of types and combinations of services that were short-term, long-term, and/or ongoing. Some correlations were noted according to type of disability, but as a group, the provision of options and alternatives designed according to individual need was apparent. Most had employment experience during their high school years, whether independently or as part of a cooperative work experience program. Most agency services were supported through the efforts of the private sector or via state funding. Appendixes include listings of project staff and consultants, survey instruments, a workshop agenda, an outline of transition strategies, and references. (YLB)

FORMAT: Research Report, 84p.

AVAILABILITY: For a microfiche copy of this document order ED268230 from FEIS.

TITLE: ***"From School to Adult Living: A Forum on Issues and Trends. An Interview with Lou Brown, Andrew S. Halpern, Susan Brody Hasazi, and Paul Wehman."***

AUTHOR: Clark, Gary M.; Ed.; Knowlton, H. Earl, Ed.

JOURNAL: *Exceptional Children*; v53 n6 p546-54 Apr 1987.

ANNOTATION: An interview with four leaders (L. Brown, A. Halpern, S. Hasazi, and P. Wehman) on the conceptualization and implementation of transition programming for handicapped students focuses on such issues as the role of political factors, the possibility of effective school/adult service agency coordination, the importance of social skills, and emerging trends. (DB)

TITLE: ***"From School to Work: A Vocational Transition Model for Handicapped Students."***

AUTHOR: Wehman, Paul; And Others.

JOURNAL: *Exceptional Children*; v52 n1 p25-37 Sep 1985.

ANNOTATION: A vocational transition model for disabled youth focuses on three stages: (1) school instruction (functional curriculum, community-based education), (2) planning for the transition process (involving parents and adult service representatives), and (3) placement into meaningful employment. (CL)

TITLE: ***Handbook for Project Directors: 1985-86.***

DATE: 86

AUTHOR: Decoteau, J. Patrick, Comp.; And Others.

ANNOTATION: This handbook describes 111 federally funded programs for helping disabled youth make the transition from school to successful employment. The programs are categorized into the following

groups: (1) Handicapped Children's Model Programs: Youth Employment Projects; (2) Handicapped Children's Model Demonstration Program: Post-Secondary Projects; (3) Post-Secondary Educational Programs for Handicapped Persons—Demonstrations; (4) Rehabilitation Services—Special Project; (5) Secondary Education and Transitional Services for Handicapped Youth—Service Demonstration Projects; (6) Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services; (7) Secondary Educational and Transitional Services for Handicapped Youth: Transitional Strategies and Techniques; and (8) Secondary Educational and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services. Each program description includes information on: competition number; title of project; sponsoring agency; grant number; contact person; impact (number of students); federal award; project duration; date of implementation; purpose of project; technical methods; and anticipated outcomes. (CB)

FORMAT: Descriptive Report; Reference Material; 139p.

AVAILABILITY: For a microfiche copy of this document order ED279117 from FEIS.

TITLE: ***"Highlights of Research Activities on JTPA and Special Needs Populations. Much Has Been Done, Yet Much More Is Needed."***

AUTHOR: Getzel, Elizabeth Evans.

JOURNAL: *Journal for Vocational Special Needs Education*; v9 n3 p23-25 Spr 1987.

ANNOTATION: The author reviews two studies relating to the Job Training Partnership Act (JTPA) and its service to disabled individuals. Results showed that high school dropouts and welfare recipients are targeted often by the Service Delivery Areas and that 92 percent of the participants are economically disadvantaged. (CH)

TITLE: ***The Institutional Background for the Transition from School to Working Life in the FRG. Coombe Lodge Working Paper. Information Bank Number 1881.***

DATE: 84

AUTHOR: Russell, Russ.

ANNOTATION: The Federal Republic of Germany (FRG) has developed five sets of measures to respond to the problems of the transition from school to working life. These are (1) Arbeitslehre (learning about the world of work); (2) vocational guidance, involving multimedia, open-access vocational information centers and close coordination with the Arbeitslehre program; (3) Berufsvorbereitungsjahr (vocational orientation year); (4) Berufsgrundbildungsjahr (a basic foundation year that is designed to be a first-year training program, which is appropriate for a group of approximately 460 defined trades); and (5) apprenticeships. The traditional (and basic) system of vocational education and training in the FRG is known as the Dual System. Under this system, youths on a training contract or apprenticeship receive appropriate vocational training in a contracting firm and also attend a vocational school one day each week. In addition, each Land in the republic is free to make its own organizational arrangements for the provision of upper secondary education and apprenticeship training. Although apprentice wages are generally low, the system is accepted because of the social and economic status that comes with achieving the Meister certificate, which remains the most valuable and significant qualification available in the manual sector of West German industry. (MN)

FORMAT: Descriptive Report; 22p.

AVAILABILITY: For a microfiche copy of this document order ED265301 from FEIS.

TITLE: ***Institutionalizing the School-to-Work Transition. (Final Report, Part II).***

DATE: 83.

AUTHOR: Smith, R. C.

ANNOTATION: This study argues that school-to-work programs should be institutionalized in the schools to provide assistance to students without vocational education, who are not headed for college. Such students, it is asserted, are often disadvantaged, minority, and otherwise underserved youth. The report examines the issue of "school-to-work" historically, beginning with the Smith-Hughes Act of 1917. It then analyzes contemporary school-to-work programs. Common elements and areas of tension are identified and described. It is argued that planning for the institutionalization of the school-to-work transition must center around one chief point: such programs should be an integral part of the education process. The Job Training Partnership Act is explored, as is the relationship between schools and the private sector. The Boston Compact partnership program is reviewed as an example of a quid-pro-quo agreement between a school system and a Private Industry Council, and the du Pont initiative is examined in the light of the findings of this paper. It is asserted that "no other initiative affords so good a mechanism for stemming the flow of new entrants into the pool of structural unemployment". (KH)

FORMAT: Opinion Paper; 66p.

AVAILABILITY: For a microfiche copy of this document order ED246140 from FEIS.

TITLE: ***Issues in Research on Evaluation: Improving the Study of Transition Programs for Adolescents with Handicaps.***

DATE: 86.

AUTHOR: Stake, Robert E.

ANNOTATION: The report, which is part of a series, contains seven papers concerned with long range improvement of evaluation of transitional programs serving handicapped youth and young adults. Papers have the following titles, authors, and concerns: "Needed Research on Evaluation: Improving the Study of Transition Programs for Adolescents with Handicaps" by L. De Stefano and R. E. Stake (overview of the Transition Institute's mandate and its projects); "Evaluating Effectiveness: Federal Expectations and Local Capabilities" by L. De Stefano (federal evaluation guidelines and local use of evaluation data for program development); "Transition Issues that Affect Research on Evaluation" by A. Halpern (eligibility, service delivery, service outcome issues); "Evaluation, Societal Values, and Transition Programs" by J. Callan (institutional values and the need for researchers to account for the influence of societal values); "Exploring the Role of Professional Standards in Evaluations of Transition Programs: Area of Needed Research" by J. Nowakowski (issues raised by standards proposed by the Joint Committee on Standards for Educational Evaluation); "Epistemic Elements in Evaluation Research" by D. B. Gowin (conceptual analysis, research needed on evaluators, and

epistemology), "Needed Research on Optimizing the Structure of Evaluation Designs: The Issue of Flexibility in Evaluation Work" by N. Smith (flexible design structure and accommodation and factors influencing design flexibility), "Situational Context as Influence on Evaluation Design and Use" by R. Stake (importance of context on evaluator analysis, generalization, and evaluation design). A "Bibliography for Evaluative Research on Transition Projects" is appended and includes some 200 citations. (DB)

FORMAT: Collected Works, Information Analyses, 214p.

AVAILABILITY: For a microfiche copy of this document order ED279116 from FEIS.

TITLE: ***"The JTPA: A Major Link to Employment Training for Special Needs Youth and Adults."***

AUTHOR: Dougherty, Barbara.

JOURNAL: *Journal for Vocational Special Needs Education*, v9 n3 p5-8 Spr 1987.

ANNOTATION: Special needs populations lacking adequate preparation for employment can benefit from programs of the Job Training Partnership Act (JTPA). However, enrollment and placement rates for these groups vary widely among states. Overall, it is important that JTPA resources are used equitably and effectively. (CH)

TITLE: ***A JTPA School to Work Transition Program for Disabled University Students.***

DATE: 85.

AUTHOR: Wolinsky, Gloria F., And Others.

ANNOTATION: A program developed at Hunter College of the City University of New York is designed to help handicapped students make a successful transition from school to work. The program provides students with unsubsidized short-term employment in the business sector and allows them to develop appropriate work habits and skills. Six program components are discussed: (1) assessment; (2) job preparation (environmental factors, work site accessibility, and interview skills); (3) job development and placement; (4) follow-up (post-placement services on individual and group basis); (5) counseling and resource linkage; and (6) life skills seminars (monthly meetings to address life skills issues such as money management, computers, fitness and stress management). Examples of two students who participated in the program are cited. (CL)

FORMAT: Evaluative Report, 21 p.

NOTE: Paper presented at the Council for Exceptional Children and Northeast Regional Resource Center National Conference on Secondary, Transitional and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985). Funded by the Job Training Partnership Act.

AVAILABILITY: For a microfiche copy of this document order ED255026 from FEIS.

TITLE: ***Looking Back: A Review of the TAFE Transition Education Program.***

DATE: 85.

AUTHOR: Beasley, B.; Beasley, C.

ANNOTATION: The Technical and Further Education (TAFE) school-to-work transition program for youth between the ages of 15 and 19 is reviewed in this report. The study examines the program with respect to the context of youth unemployment; development of curriculum objectives; work experience in transition courses; students and staffing; special programs for women, migrants, Aborigines, and disabled persons; levels of administration; the interrelation of the Commonwealth Employment Service and TAFE; transition and the community; accreditation, articulation, and employment; and evaluation. Each of these considerations is the subject of a separate chapter and each chapter ends with a summary and recommendations. The final chapter, on curriculum design, offers 19 recommendations arising from other chapters and pertaining to developing an ideal curriculum for a transition program. According to this list, the ideal transition curriculum should give target groups extensive information concerning program aims and offerings; aim to inform and empower students socially, culturally, economically, and politically; explore students' prior knowledge and experience and incorporate these into the program; be integrated with rather than isolated from the context of the local community; use a holistic approach; stress collaborative and collective learning situations; include adequate student and teacher orientation programs; and seek staff who are empathetic with as many target group characteristics as possible. It is concluded that the TAFE transition program has in many ways been a remarkable response to the social dilemma of youth unemployment and offers a useful basis for future efforts. (A 13-page bibliography and the 1981 guidelines for commonwealth school-to-work transition programs are appended.) (MN)

FORMAT: Evaluative Report, 184p.

AVAILABILITY: For a microfiche copy of this document order ED275837 from FEIS.

TITLE: ***"The Massachusetts Supported Work Program: The First Four Years."***

AUTHOR: Shestakofsky, Stephen.

JOURNAL: *Remedial and Special Education (RASE)*, v8 n1 p31-35 Jan-Feb 1987.

ANNOTATION: The availability of trainees, service providers, private employers and low effective costs attest to the success of the Massachusetts Supported Work Model, a state-funded transitional employment program for mentally retarded persons, featuring graduated stress and performance requirements, intensive supervision, supportive services, easy replicability, focus on employers' needs, and "rollover" placements. (CB)

TITLE: ***Meeting the Challenge of Transition Service Planning through Improved Interagency Cooperation.***

DATE: 87.

AUTHOR: Johnson, David R., And Others.

JOURNAL: *Exceptional Children*, v53 n6 p522-30 Apr 1987.

ANNOTATION: The improvement of transition services for handicapped youth through effective management strategies in service planning and coordination is proposed. Current barriers include conflicting policy goals, eligibility criteria, and funding patterns. Needed are consistent policy development, formulation of effective management strategies, and systematic evaluation of participant outcomes and service costs. (DB)

TITLE: ***Mentally Retarded Youth in Transition in Allegheny County.***

DATE: 86.

AUTHOR: Gordon, Elizabeth, And Others.

ANNOTATION: This report focuses on the transition situation of mentally retarded (MR) youth in Allegheny County, Pennsylvania. The county is served by two Intermediate Units: IU2 (1170 MR students) serves the Pittsburgh School System and emphasizes mainstreaming, with the mildly handicapped attending neighborhood schools and severely handicapped attending a special school; IU3 (2301 MR students) serves the 42 suburban school districts and emphasizes special education centers. Statistical and descriptive data and descriptions of services are provided concerning educable (EMR), trainable (TMR), and severely/profoundly (SPMR) retarded students and former students. Data are also provided from two recent follow-up studies, one of mainstreamed EMR school leavers and the other of EMR, TMR and SPMR graduates of special education centers. The systems serving MR youth and the way contact is made with these systems are described. Local developments intended to improve extant conditions are also described. Recommendations regarding work alternatives for MR youth, interagency cooperation and data gathering, and tracking and reporting are included. (KM)

FORMAT: Research Report, 89p.

AVAILABILITY: For a microfiche copy of this document order ED281340 from FEIS.

TITLE: ***The Mentor Project: Involving Handicapped Employees in the Transition of Handicapped Youth from School to Work. Final Report.***

DATE: 85.

AUTHOR: Patton, Sarah L.

ANNOTATION: This final report describes the goals and activities of the Mentor Project, a feasibility study involving the use of handicapped employees as mentors to assist handicapped youth to make the transition from school to work. The first section details the context of the study, including the project's conception of the mentor experience, a review of vocational programming in Massachusetts, and considerations for research. Section 2 briefly outlines the technical objectives, involving the development of models for using successfully employed disabled workers as mentors; integrating special education, vocational rehabilitation, and vocational education resources; and utilizing industry volunteers in inservice training of vocational rehabilitation, special education, and vocational education staff. The third section details study methods and activities, including development of selection criteria, conduct of a needs assessment, interviews with industry personnel and service providers, and decisions concerning an advisory committee. Section 4 provides information on the school needs assessment conducted at two comprehensive high schools, a technical high school, and a bi-county collaborative service program. Interviews with eight companies representing the area industries are described in the fifth section, and interviews with 19 service providing agencies are discussed in the sixth section. The final section concludes that the positive findings of the feasibility study support the development of a demonstration mentor model program. Appendices provide a brief description of the proposed mentor model, the questionnaire used in interviews with schools, and lists of the companies and service agencies interviewed. (CB)

FORMAT: Evaluative Report, 46p.

AVAILABILITY: For a microfiche copy of this document order ED280249 from FEIS.

TITLE: ***Meta-Analysis Evaluation Group: First Annual Monograph.***

DATE: 86.

AUTHOR: Heal, Laird W., And Others.

DEVELOPER: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

ANNOTATION: Part of a series, this preliminary report is on a meta-analysis study of successful and unsuccessful transition of handicapped youth from secondary education to postsecondary settings. The study had four major objectives: (1) to review annual progress reports of federally funded (Office of Special Education and Rehabilitation) transition projects; (2) to review pertinent literature; (3) to perform meta-analysis by project groups; and (4) to analyze case studies of successful and unsuccessful job placements. The literature review noted a lack of control groups in studies on vocational placement of handicapped youth. The funded projects were analyzed and grouped based on the Proposal Classification Form which considered such features as agency type, project objectives, and student age and type as well as the Project Characteristics Questionnaire which provided information on agency type, student classification, and training and placement practices. The initial review of 56 annual progress reports from the projects found that only 42% of the projects listed objectives of the original proposal in their progress reports and few had met many of their objectives. Finally, no clear trends were observable in the comparison of five pairs of successful and unsuccessful student placements. (DB)

FORMAT: Descriptive Report, 108p.

AVAILABILITY: For a microfiche copy of this document order ED279125 from FEIS.

TITLE: ***Missouri Transition Guide. Procedures & Resources. Missouri LINC.***

DATE: 86.

AUTHOR: West, Lynda, And Others.

ANNOTATION: This guide is intended to provide persons involved in the transition of handicapped youth from school to work with a systematic means of implementing transition and disseminating information about resources that may assist the process. The guide is organized in six sections. The first section provides an overview of transition, while the second section describes Missouri LINC's transition model. The third section discusses program planning and evaluation. In the fourth section, information on transition is provided in five subsections dealing with legislation, independent living, parents, rural areas, and various transition options. Each subsection includes a bibliography and appendixes of resources. Transition resources on the national and Missouri state level and in local communities are listed in the fifth section. The final section of the guide is a glossary. (KC)

FORMAT: Guide, 180p.

AVAILABILITY: For a microfiche copy of this document order ED275834 from FEIS.

TITLE: ***"A Model to Facilitate the Transition from School to Work."***

AUTHOR: McKinney, Lorella; Okeafor, Karen.

JOURNAL: *Career Development for Exceptional Individuals*; v7 n1 p39–44 Spr 1984.

ANNOTATION: "Project Transition," a model for providing support to handicapped secondary and postsecondary vocational students during their transition from school to work, is described. The model, which builds on community resources, includes a packet of printed materials. (CL)

TITLE: ***OSERS Programming for the Transition of Youth with Disabilities: Bridges from School to Working Life.***

DATE: 83.

AUTHOR: Will, Madeleine.

ANNOTATION: This document describes the concepts and policies guiding the Office of Special Education and Rehabilitative Services (OSERS) in programming for services in the school to work transition. Underlying assumptions address the complexity of post-school services, the focus on all students with disabilities, and the goal of employment as an important outcome of education. A conceptual framework of transition views three bridges from school to work: transition without special services, transition with time-limited services (such as vocational rehabilitation and postsecondary vocational education), and ongoing services that allow disabled persons to take advantage of work opportunities. Additional model components center on the high school and employment foundations. OSERS initiatives related to each component are noted along with several broader research and evaluation issues, such as the need for careful descriptions of current transition experiences. (CL)

FORMAT: Opinion Paper, 14p.

AVAILABILITY: For a microfiche copy of this document order ED256132 from FEIS.

TITLE: ***"Parents and the Transition Process."***

AUTHOR: Goodall, Patricia; Bruder, Mary Beth.

JOURNAL: *Exceptional Parent*; v16 n2 p22-24, 26-28 Apr 1986.

ANNOTATION: The article examines the role of parents in easing the transition of students with disabilities from school to the adult community. Stressed is the importance of parents gathering information and participating in the development of individualized transition plans. (CL)

TITLE: ***"The Project Directors' Annual Meeting." Conference Proceedings (Washington, DC, November 4-6, 1985).***

DATE: 85.

AUTHOR: Chadsey-Rusch, Janis, Ed.

ANNOTATION: The report, which is part of a series, provides a summary of a 1985 meeting. The meeting was intended to (1) provide an overview of the Secondary Transition Intervention Effectiveness Institute's programs, (2) discuss how participants could be involved in the Institute's programs, and (3) develop a format for networking the results of federally funded projects to other persons concerned with the transition from school to work of youth with handicaps. Included in the document is the agenda from the meeting, an overview of the Transition Institute, the results of the discussions regarding program evaluation and technical assistance, an evaluation of the meeting, and a list of the participants and advisory members. Several appendixes include the research questionnaire, evaluation questions, technical assistance needs instrument, and the evaluation instrument. (DB).

FORMAT: Descriptive Report, 122p.

AVAILABILITY: For a microfiche copy of this document order ED279120 from FEIS.

TITLE: ***A Report on the National Conference on Transition for Youth with Handicapping Conditions to Work, Coordination of State Policies and Practices (Albany, New York, June 11-12, 1984).***

DATE: 84.

ANNOTATION: A National conference was held to examine State policies and practices for helping disabled youth make the school-to-work transition more successfully. The focus of the first day of the conference was on transitional programs currently in existence in Maryland, Michigan, and New York. The first part of the second day's activities involved the summary of three themes in the joint activities of special education, vocational education, and vocational rehabilitation; the themes are: cooperative agreements among special education, vocational education, and vocational rehabilitation; vocational assessment; and referral to vocational rehabilitation. The conference closed with the formulation of recommendations for federal, state, and local actions at the elementary, secondary, and postsecondary levels with respect to the following issues and areas: career awareness, life goals, staff preparation, coordination, standardization, communication, local implementation, fiscal concerns, employers, comprehensive planning, information dissemination, placement procedures and priorities, and follow-up services. (MN)

FORMAT: Opinion Papers, 36p.

AVAILABILITY: For a microfiche copy of this document order ED252662 from FEIS.

TITLE: ***Review of Student Assessment Instruments and Practices in Use in the Secondary/Transition Project.***

DATE: 86.

AUTHOR: Linn, Robert; DeStefano, Lizanne.

ANNOTATION: Part of a series, this document reports on a study to determine the current status of instrumentation and practices of student assessment in programs concerned with the transition of secondary special education students from school to work or to post-secondary education. The study surveyed the 114 federally funded (Office of Special Education and Rehabilitative Services) secondary/transition grant applications to gather information on: (1) what student competencies are assessed, (2) what commercially available or locally developed instruments are used, (3) how assessment information is used, and (4) how useful the assessment information is. Results are reported in terms of the following assessment areas: general ability/intelligence, special abilities, vocational skills, academic achievement, language, adaptive behavior, social skills, survival skills, daily living skills, motor skills/dexterity, and lifestyle/consumer satisfaction. The major portion of the document is comprised of appendices, which include the model programs survey form and detailed reviews of 112 instruments organized according to the following outline: name of instrument, publisher's name and address, cost, date of publication, competencies assessed, population characteristics, recommended uses, test content and format, administration time, skills/materials required, derived scores/information, norming/standardization practices, reliability, validity, comments, and references. (DB).

FORMAT: Descriptive Reports; Questionnaires; 269p.

AVAILABILITY: For a microfiche copy of this document order ED279123 from FEIS.

TITLE: ***The Role of the Parents in Transition Planning and in Adult Services.***

DATE: 84.

AUTHOR: Arnold, Mit.

ANNOTATION: The paper examines the role of parents in the transition of developmentally disabled or otherwise handicapped persons into adult services. Because parents play an important role on the interdisciplinary team, parent training is important. This training can come in the form of university credit courses, workshops and mini-courses, self-help groups, and parent information networks. Such programs exist across the country. Obstacles to parent training include attitudes of professionals who assign all expertise and authority to the professional team, the lack of a coordinating agency to guide parents through the maze of available adult services, differing parental needs for adult disabled children, and lack of data concerning the needs of disabled adults. No mechanism currently exists to target state-of-the-art program information to parents of adults with disabilities; however, University Affiliated Facilities are well positioned to overcome obstacles to parent training in adult services through their programs of interdisciplinary training, exemplary service, and information dissemination. (DB)

FORMAT: Opinion Papers; 23p.

AVAILABILITY: For a microfiche copy of this document order ED278193 from FEIS.

TITLE: ***Role of Vocational Education in Transition Services for Handicapped Youth. Overview. ERIC Digest No. 47.***

DATE: 85.

AUTHOR: Naylor, Michele.

ANNOTATION: Vocational education, special education, and vocational rehabilitation are the three primary providers of school-to-work transition services to handicapped youth. Each of these three sectors has a vital role to play in the following aspects of transition services: identification, assessment, individualized program planning, program implementation and training activities, service delivery systems, employment services, and architectural barrier removal. By working to coordinate and avoid unnecessary duplications in their services, vocational and special educators and vocational rehabilitation practitioners can achieve substantial cost savings, reduce gaps in service, maintain continuity in services to clients, share state-of-the-art information and approaches, and develop joint political action campaigns. To improve coordination among the three primary providers of transitional services to disabled youth, practitioners and policymakers must work to resolve conflicting pieces of pertinent federal legislation, address problems relating to duplication of services, obtain increased cooperation of business, and develop linkages on a one-to-one level. Various exemplary programs addressing current problems in coordinating transition services do exist and are described in the literature on transitional services for handicapped youth (MN).

FORMAT: Information Analyses; 3p.

AVAILABILITY: For a microfiche copy of this document order ED259217 from FEIS.

TITLE: ***"School-Aged Transition Services: Options for Adolescents with Mild Handicaps."***

AUTHOR: Cobb, Brian; Hasazi, Susan Brody.

JOURNAL: *Career Development for Exceptional Individuals*; v10 n1 p15-23 Spr 1987.

ANNOTATION: Secondary special education programs should include employment or postsecondary education placement outcomes in the curricula for mainstreamed mildly handicapped students. Program elements that support these goals are: individualized transition plans; paid work experience; job-seeking skills curriculum; parent/consumer involvement; and follow-up of employment status. (CB).

TITLE: ***"The School and Community Partnership: Planning Transition for Students with Severe Handicaps."***

AUTHOR: Peters, Joyce M.; And Others.

JOURNAL: *Exceptional Children*; v53 n6 p531-36 Apr 1987.

ANNOTATION: The Teaching Research Transition Planning Project (Oregon) is implementing and evaluating the development of school/community teams to facilitate transition of handicapped students into the community. Preliminary evaluation results support the value of an outside stimulus to encourage collaboration, locally generated plans, and policy decision making by transition teams. (DB)

TITLE: ***School-to-Work Research Needs.***

DATE: 86.

AUTHOR: Rusch, Frank R.; And Others.

ANNOTATION: Part of a series, this document reports on an effort to identify and prioritize research questions of concern to researchers in the areas of educational and rehabilitation transitional services for the handicapped. In the first study 25 research questions were identified and submitted to external review and critique. In the second study, 112 project directors of federally funded transition projects, 58 state directors of vocational rehabilitation, 54 state directors of vocational education, and 27 research experts on transition were asked to prioritize the importance of the 25 research questions. The most highly rated item recommends investigation of the most appropriate roles and responsibilities for families, teachers, rehabilitation counselors, and vocational educators in the transition planning process. Both the second and third most highly rated questions related to social skills in the workplace. A final study asked subjects of Study 2 to provide questions for the transition research group to address. Most proposed concerns were in the areas of transition model program research and development, program evaluation, and interagency collaboration. Appendices include a list of researchers involved in question enumeration, the potential research questions, a summary of reviewers' comments and revised questions, the survey questionnaire, a listing of questions in order of ranking, analysis of variance across respondent groups, and the proposed questions of the third study. (DB).

FORMAT: Descriptive Report; Questionnaires; 92p.

AVAILABILITY: For a microfiche copy of this document order ED279124 from FEIS.

TITLE: ***School-to-Work Transition Issues and Models.***

DATE: 86.

AUTHOR: Chadsey-Rusch, Janis; And Others.

DEVELOPER: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

ANNOTATION: The report, which is part of a series, contains four papers concerning school-to-work transition issues and models. The first paper, "Secondary Special Education and Transition from School to Work" (F. Rusch and L. A. Phelps) reviews the economic, educational, and community adjustment difficulties of youth with handicaps in the context of historical antecedents and the U.S. Office of Special Education and Rehabilitative Services' Transition Initiative. The second paper, "A Multi-Level Perspective on Job Terminations for Adults with Handicaps" (C. Hanley-Maxwell, et al) calls for reframing the questions and advocates broader consideration to planning interventions at the individual, small group, organizational, institutional, and community levels. The third paper, "Introduction to Supported Work" (F. Rusch) presents an overview of the characteristics of the supported-work approach and offers recommendations for personnel preparation. The final paper, "The Ecology of the Workplace" (J. Chadsey-Rusch and F. Rusch) discusses three ecological dimensions (physical, social, and organization ecology) and their impact on job maintenance for persons with special needs, especially in relation to work performance skills and social interpersonal skills. (DB)

FORMAT: Collected Works, 105p.

AVAILABILITY: For a microfiche copy of this document order ED279121 from FEIS.

TITLE: ***The Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography.***

DATE: 86.

AUTHOR: Price, Lynda; Johnson, Kevin E.

ANNOTATION: A 75-citation annotated bibliography on the secondary to postsecondary transition of learning-disabled (LD) students is preceded by a brief review of the literature addressing the following areas: secondary education and the LD adolescent; postsecondary services and the LD adult; vocational or job-related skill development; and transition issues and theories. It is concluded that this critical transition period has not been researched enough and that, in spite of many efforts by professionals to join forces to examine this area of need, there is a great deal of disagreement and fragmentation. The citations are categorized into the four groups used in the review and consist of the secondary to postsecondary journal articles, documents, presentations, and books presenting research studies, opinions, teaching methods, and discussion about the secondary to postsecondary transition of LD students. Most documents cited were written after 1980. (CB)

FORMAT: Bibliography; Information Analyses, 39p.

NOTE: A product of the Secondary/Postsecondary Transition Project. The Minneapolis Technical Institute and the eLDA Reading and Math Clinic also collaborated in the project.

AVAILABILITY: For a microfiche copy of this document order ED280224 from FEIS.

TITLE: ***Successful Transitioning of Secondary Special Needs Students: From High School to the Community.***

DATE: 85.

AUTHOR: Berg, David; And Others.

ANNOTATION: Transitional planning is incorporated into the multidisciplinary Individualized Education Program process for mildly handicapped tenth graders. A specific transition/termination plan was developed based on a vocational evaluation. Updating the transition plan is addressed in the student's final year, with referrals initiated to appropriate community services when necessary. A guide was developed to help the student and parent obtain help from community agencies. The guide was based on information from 94 agency responses to a questionnaire on service availability. The handbook listed the agency and its services, eligibility and fee requirements, along with names of contact persons. (CL)

FORMAT: Descriptive Report, 12p.

NOTE: Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15–19, 1985).

AVAILABILITY: For a microfiche copy of this document order ED257272 from FEIS.

TITLE: ***Transition: A Team Approach. A Process Handbook.***

DATE: 85.

DEVELOPER: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

ANNOTATION: This manual is intended to assist families, teachers, and other personnel in helping disabled students make the transition from school to work and adult life. The first section provides an overview of the transition process and outlines a four-step transition model that consists of input and foundation, the actual transition process (which calls for cooperation among parents, students, secondary schools, and providers of rehabilitation and supportive services), employment and adult outcomes, and follow-up. The second section summarizes the roles of the various members of the transition team and details the transition plan. Discussed in the third section are the following aspects of the process of transition team planning: responsibilities of the individual team members, the process of transition plan development, adult service programs, service roles, provision of a continuum of services, options (financial support, day, residential, and leisure/recreation services) available in North Dakota communities, procedures for accessing services, and a transition checklist. A bibliography concludes the guide. Attachments to the guide include sample individualized education program (IEP) transition plans, an application packet, an application checklist for adult services, program synopses, a service directory, a glossary, and an outline of the four-step transition model. (MN)

FORMAT: Guide, 118p.

AVAILABILITY: For a microfiche copy of this document order ED277835 from FEIS.

TITLE: ***Transition from High School to Post-Secondary Programs for Blind and Visually Impaired Adolescents.***

DATE: 85.

AUTHOR: Mann, James W.; Peterson, Michael.

ANNOTATION: The paper describes background and findings of a study of postsecondary educational programs and services for visually impaired persons in Mississippi. The study focuses on three topics: (1) the status of special adaptive programs in such areas as vocational-technical education, community college, junior college education, and 4-year college

education; (2) adequate social and prevocational adjustment training; and (3) the relationship between vocational rehabilitation and special education services. Results showed that Mississippi postsecondary schools typically offer only the minimum support services required by Section 504 of the Vocational Rehabilitation Act of 1973. Those services generally consisted of personal counseling, vocational and career counseling, and vocational assessment. Barriers to successful postsecondary experiences were identified, including absence of adequate counseling services for students and their parents. Recommendations include revision of curricula toward vocational preparation and independent living skills training, increased vocational counselor position, and establishment of comprehensive vocational evaluation centers. (CL).

FORMAT: Guide, 23p.

NOTE: Paper presented at the Annual Conference of the Mid-South Educational Research Association (Biloxi, MS, November 6-8, 1985).

AVAILABILITY: For a microfiche copy of this document order ED268747 from FEIS.

TITLE: ***The Transition from School to Work: A Sourcebook for Administrators of Rural Iowa Schools.***

DATE: 82.

AUTHOR: Larson, Carl H.

ANNOTATION: Intended as a sourcebook for administrators of rural Iowa schools, this report outlines the development and implementation of a school-to-work transition program for rural youth. Part 1 discusses the need and rationale for a program to facilitate the school-to-work transition. Included among the topics addressed in this discussion are an overview of the parameters and goals of vocational and career education, ways of implementing the basic transition concepts, and linkages necessary for a true transition. Next, a planning model is examined that will aid administrators and local school boards in initiating a program that is responsive to the needs of students. Covered in the individual sections of this examination are planning for the implementation of a local transition process (an overview of the planning process, support for planning from area vocational planning councils, a planning model for local schools, coordination of local school and area council plans, and phases of a multi-year plan) as well as implementing a transition delivery model (the model's rationale and philosophy, establishing joint-effort programs, implementation guidelines, financing, center-based curriculum design, programs of instruction, center program offerings, types of programs, and a Center Model Ten Program of instruction). (MN).

FORMAT: Research Report, 141p.

AVAILABILITY: For a microfiche copy of this document order ED226126 from FEIS.

TITLE: ***Transition from School to Work. Information for Counselors and Special Educators. Project Transition: Career Planning for Handicapped Students.***

DATE: 85.

AUTHOR: Morley, Raymond E.; And Others.

ANNOTATION: This guide is intended to provide basic information about the transition from school to work for handicapped students. The guide contains articles by educators and copies of newsletters related to handicapped students and school-to-work transitions, along with descriptions of various transition programs. The following are included in the book's eight sections: "OSERS (Office of Special Education and Rehabilitative Services) Programming for the Transition of Youth with Disabilities: Bridges from School to Working Life" (Madeline Will); "Establishing a Context for Discussing Transition Issues" (Donn E. Brolin); "Transition Summary" (Newsletter of Information from the National Information Center for Handicapped Children and Youth); "Exemplary Practices: Special Education and Vocational Rehabilitation" (from "Programs for the Handicapped" issued by the Clearinghouse on the Handicapped); "School to Work: A Model for Vocational Transition" (from REHAN BRIEF by the National Institute of Handicapped Research); "Iowa Programs/Activities/Thoughts" (various Iowa educators); "Common Elements in Transition Models" (Iowa Department of Public Instruction); and "Potential Roles of School Counselors in the Transition Process" (Iowa Department of Public Instruction). (KC).

FORMAT: Guide, 73p.

AVAILABILITY: For a microfiche copy of this document order ED278858 from FEIS.

TITLE: ***Transition from Special Education to the World of Work: Recommendations for the State of California.***

DATE: 84.

AUTHOR: Cohn, Ronnie B.

ANNOTATION: The paper discusses recommendations for a statewide (California) plan to provide transitional services to severely handicapped high school students. Initial sections trace the state and federal commitment to transitional services for work and other aspects of life. Thirteen model programs in California and eight in other states are summarized. A discussion of curricular aspects addresses philosophical bases (developmental, remedial skills, and functional skills models) and illustrates the use of the Individualized Critical Skills Model, an example of the functional skills approach. Individualized planning is examined in terms of Individualized Educational Programs, individual program plans, and individual transition plans; and case management. Recommendations are further made for demographics, interagency planning/systems change, fiscal policy and legislative actions. A final section lists recommendations for immediate follow-up, including surveys of special education graduates and evaluation of the effectiveness of interagency agreements. (CL).

FORMAT: Evaluative Report, 70p.

AVAILABILITY: For a microfiche copy of this document order ED257288 from FEIS.

TITLE: ***Transition Services for the Disabled: A National Survey.***

DATE: 85.

AUTHOR: D'Alonzo, Bruno J.; Owen, Steven D.

ANNOTATION: The article presents results of a national survey which collected demographic and descriptive data from U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) transition grant awardees. The awardees received funding under five separate categories: youth employment; postsecondary projects; service demonstration models; cooperative models for planning and developing transitional services; and transition strategies and techniques. Forty-nine useable responses were received for a total return

rate of 80%. Definitions and examples of transition models are provided. Information describing the age range, types of disabilities, referral sources, recipients of training, types of training, methods of training, and desired end products are provided for each of the five categories. Information provided by the grant awardees is synthesized into eleven components which reflect best practices for successful transitioning of disabled youth and adults into the community. Components include a cooperative interagency and individual referral network; linkages with government, private, and public service providers for the disabled; and supervised on-the-job training. (Author/CL).

FORMAT: Research Report, 32p.

NOTE: Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15–19, 1985).

AVAILABILITY: For a microfiche copy of this document order ED270947 from FEIS.

TITLE: ***Transition, Special Needs, and Vocational Education. Information Series No. 309.***

DATE: 86.

AUTHOR: Sitlington, Patricia L.

ANNOTATION: Vocational education is an important component of the bridge leading from school to employment for special needs youth. Studies indicate that special needs youth are not being adequately prepared for work. Unemployment and underemployment of special needs youth seem to stem from three causes: lack of interpersonal skills, lack of job-related academic skills, and lack of specific vocational skills. Besides vocational education, the other major components of the school-to-work transition are special education, vocational rehabilitation, Job Training Partnership Act agencies, and developmental disabilities agencies. The services available from these agencies, together with information from studies on the employment preparation of special needs youth, should be carefully considered in determining the role of vocational education in the transition process. Suggested roles include (1) assisting with assessment of interests and skills; (2) providing a setting for occupational exploration; (3) assisting with basic academic skills instruction; (4) developing job-related interpersonal skills; (5) training in clusters of vocationally related skills; and (6) providing work experiences. Proposed program models for delivering instruction in interpersonal, basic academic, and specific vocational skills promote a comprehensive approach to address each skill area. Typical forms include a separate vocational special needs class, regular vocational classes with support materials, regular vocational classes with resource teachers, and regular vocational classes in cooperation with the special education classroom. A nine-page list of references concludes the document. (SK).

FORMAT: Information Analyses, 47p.

AVAILABILITY: For a microfiche copy of this document order ED272769 from FEIS.

TITLE: ***"Transition to Work: A Concern for Many Canadian Youth."***

AUTHOR: Sankey, Gerald R.

JOURNAL: *Guidance and Counseling;* v1 n1 p8–17 Sep 1985.

ANNOTATION: Discusses the transition from school to work via what is currently being done by many school counselors and other professionals, and why this assistance for an increasing number of youth has proved ineffective. Outlines some of the underlying basic causes of this transition problem and proposes an alternate approach. (CT).

NOTE: Available from Guidance Centre, University of Toronto, 10 Alcorn Avenue, Toronto, Ontario M4V 2Z8.

TITLE: ***The Transition to Work and Independence for Youth with Disabilities. A Report of the Mary E. Switzer Memorial Seminar (10th, Washington, DC, November 13–15, 1985).***

DATE: 86.

AUTHOR: Perlman, Leonard G., Ed.; Austin, Gary F., Ed.

ANNOTATION: Six papers prepared for presentations at the 10th Mary E. Switzer Memorial Seminar focus on topics related to transition from school to work and independence for disabled youth. Each paper concludes with excerpts of reviews and comments, followed by recommendations which are presented to further stimulate thinking, discussion, and action. The following authors and titles are included: "An Historical Background of Transitional Employment Programs and a Perspective on the Future" (M. Tooman); "Facing New Challenges with Old Strategies: Needed Reform in Managing Adult Services for Disabled Citizens" (R. Bruninks, K. Lakin, and B. Hill); "Public Policies Affecting Transition from School to Independence: Removing the Barriers" (R. Conley); "Costs and Other Economic Considerations in Transition Programming" (D. Hanks); "Families in the Transition Process: Important Partners" (B. Mendelsohn and J. Mendelsohn); and "Employment: A Vital Process in Transitions" (W. Kiernan). The monograph concludes with three special papers: "A Transition Initiative: Horticulture Hiring the Disabled" (C. Richman); "Federal Activities to Improve the Transition from School to Adult Services" (J. Elder); and "Some Thoughts on Transition: A Current Appraisal" (E. Martin). (JW).

FORMAT: Descriptive Reports, 141p.

AVAILABILITY: For a microfiche copy of this document order ED273084 from FEIS.

TITLE: ***Transitional Employment Programs.***

DATE: 86.

AUTHOR: Dulle, Paul J.; And Others.

ANNOTATION: The paper examines the need and implementation of transitional employment programs for handicapped youth. Effects on the handicapped of future automation are considered along with the need for school-business cooperation to prepare for the future. The importance of initial success in any innovation is noted. A Chicago transitional employment program is described which provided work experiences in local hospitals. Organization and operation of the program are discussed. The program features a prevocational coordinator who matches students with jobs and monitors progress. The program includes a placement component designed to ease the way toward full time competitive employment. (CL).

FORMAT: Descriptive Report, 13p.

NOTE: Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31–April 4, 1986).

AVAILABILITY: For a microfiche copy of this document order ED270934 from FEIS.

TITLE: ***A Transitional Employment Strategy for the Mentally Retarded: The Final STETS Implementation Report.***

DATE: 84.

AUTHOR: Riccio, James A.; Price, Marilyn L.

ANNOTATION: The report describes the operating experiences of the Structured Training and Employment Transitional Services (STETS) demonstration, a program designed to prepare mentally retarded young adults for regular private-sector employment. The STETS program was managed by several types of agencies in five cities. Evaluation information on STETS operation is presented for five topic areas (sample findings in parentheses): (1) recruitment, referral, and intake (the sites did not reach their contracted slot levels); (2) training and work experience (deficiencies in participants' work habits and skills, inadequate work skills); (3) job development (mixed results of the job development efforts due to such obstacles as the state of the economy); (4) participant performance and placement outcomes (widely varying rates for placing clients into subsidized jobs); and (5) program operating costs (estimates indicate that participants' in-program output was an important offset to program costs). It was concluded the model is feasible and can be operated on a fairly large scale by different types of organizations using diverse approaches. (CL).

FORMAT: Evaluative Report, 211p.

AVAILABILITY: For a microfiche copy of this document order ED261506 from FEIS.

TITLE: ***Transitional Service Centers Assisting Students with Developmental Disabilities into Employment and Community Life: A Procedural Handbook (and) A Workshop Trainers's Guide.***

DATE: 86.

DEVELOPER: Administration on Developmental Disabilities (DHHS), Washington, D. C.

ANNOTATION: Two documents focus on Transitional Service Centers (TSC) programs designed to help persons with mental retardation or other developmental disabilities enter into employment and community life. The procedural manual introduces the concept of transition from school to work and community living and examines steps in developing TSCs: (1) conducting a needs assessment; (2) formulating and assessing TSC objectives; (3) forming a TSC; (4) implementing the model; and (5) evaluating the TSC. Among appended information are position statements of the Association for Retarded Citizens (ARC) on productivity, wages, and the role of work activity centers and regular workshops in vocational training. A trainer's manual is intended to help local ARCs and other agencies in developing TSCs. The guide contains suggested exercises, charts, and handouts suitable for a one-day workshop. (CL).

FORMAT: Guide, 119p.

AVAILABILITY: For a microfiche copy of this document order ED269943 from FEIS.

TITLE: ***"Transitional Service Centers: From School to Work for Students with Developmental Disabilities."***

AUTHOR: Schwamm, Jeffrey B.

JOURNAL: *Rehabilitation Literature*; v47 n9-10 p236-39 Sep-Oct 1986.

ANNOTATION: Transitional service centers are being established nationwide by the Association for Retarded Citizens to increase the employment of mentally retarded and developmentally disabled persons in community-based work settings. These centers will facilitate information collection and dissemination, access to services and resources, interagency agreements, and development of new programs and services. (CB).

TITLE: ***Transitions from School to Work: Helping the Special Student.***

DATE: 85.

AUTHOR: Putnam, A. R.; And Others.

ANNOTATION: An advisory committee comprised of school officials and community members was formed to assess the provision of special vocational programming to handicapped students served by the Vigo County School Corporation (Indiana). The committee examined student needs-related, school- and curriculum-related, and business-related issues addressed in federal legislation concerning vocational education and special needs populations (with special focus on the provisions of the Carl D. Perkins Vocational Education Act of 1984). The committee concluded that the county should develop programs to provide employability training in the school, a transition program from school to the community, and actual experiences and training in work stations throughout the community. It was also recommended that the county (1) develop a comprehensive career awareness/education program early in the special education curriculum, (2) implement a comprehensive vocational assessment program for all special students, and (3) establish cooperative and information-sharing procedures with all local organizations involved in job placement and follow-up for handicapped individuals. (MN).

FORMAT: Descriptive Report, 18p.

AVAILABILITY: For a microfiche copy of this document order ED267230 from FEIS.

TITLE: ***Using Appropriate Documentation within the Secondary/Postsecondary Transition Process with Learning Disabled Adolescents and Adults.***

DATE: 86.

AUTHOR: Aase, Susan; Price, Lynda.

ANNOTATION: The Secondary/Postsecondary Transition Project for Learning Disabled Youth at the University of Minnesota-General College is a federally funded 3-year project designed to help learning disabled juniors and seniors in the Minneapolis Public Schools explore postsecondary educational and vocational options. The intervention consists of two parts: the cooperation of local service providers and the assistance of transition counselors who provide such services as counseling, advising, assessment, advocacy, remediation, and consultation to learning disabled students and their families as well as to school personnel. A documentation format, the Transition Plan, has been developed to be coordinated with the secondary Individual Education Plan. The plan is first put into effect during the student's junior year of high school. The plan includes the following components: past services received (level of service, diagnostic testing, amount of mainstreaming); current services received (accommodations needed, individual strengths and weaknesses); vocational goals (desired occupation, vocational testing, job experience); postsecondary goals (institution selected, needed accommodations); and specific objectives to be completed (materials/techniques to be utilized, completion dates, and persons

responsible). Major strengths of the Sample Transition Plan include the use of critical information from the student's past files that directly influence postsecondary decisions. The four-page sample plan is appended. (DB).

FORMAT: Descriptive Report, 13p.

AVAILABILITY: For a microfiche copy of this document order ED280225 from FEIS.

TITLE: ***Vocational Rehabilitation: Its Relationship to Vocational Education. Occasional Paper No. 120.***

DATE: 86.

AUTHOR: Melia, Richard P.

ANNOTATION: Although disabled students need the same comprehensive assistance in making the transition from school to work as their nondisabled counterparts, most disabled youth, and particulary those with severe disabilities, do not receive adequate assistance in this area. This situation can be remedied by approaching the transition to employment as a process with a clear objective. The process should begin early, be individualized, involve all communication techniques to convince potential students that they could succeed employment goal. The school-to-work transition can be visualized in terms of three bridges, each of which serves a different population. Some disabled students will move into employment without special services, some will need time-limited services, and yet others will require ongoing services. Because the individuals belonging to the first group are not tied to specific programs, no evaluation statistics exist concerning their long-term adjustment to employment and adult life. The second bridge, temporary services that lead to employment, generally involves a program of coordinated interagency counseling services that include a work experience component. This work experience may be provided according to two models, the train/place and the place/train approaches. Despite research documenting the superiority of the first approach with severely disabled clients, the second model is still the most widely used. The key to the success of the third bridge (transition with ongoing services) is developing combinations of ongoing support linked with local services. (MN)

FORMAT: Opinion Paper, 21p.

AVAILABILITY: For a microfiche copy of this document order ED273822 from FEIS.

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